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Abstract

The prcjects discussed include the planned Summer Enrichment and Instruction Prcject for 1968 which is reported in great detail. Propcsals (1) for a Project POET, Preparaticn of English Teachers, which is a summer in-service training prcgram fcr teachers of English as a secend language, (2) fcr the 1968 Summer Physical Fitness Prcject, and (3) fcr the Parental Involvement Program are less comprehensive. The cn-going Sccial and Psychological Services and the Imprcving Self-Images and Educaticn in Human Relaticns prcject are repcrted in detail, including summary budgetary infcrmaticn. The repcrt cn the planned Revised Teacher Aides Prcgram, 1968-1969, describes the program in general, the pcsition of the teacher-aide, the purposes cf the prcgram, plans for evaluation, the participaticn of ncn-public school students, the Breakfast prcgram, the Day Care-Head Start Hot Lunch prcgram, and summary budcetary infcrmaticn. (JM)

Massachusetts - Springfield

ED034015

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09335 E

SPRINGFIELD PUBLIC SCHOOLS
Springfield, Massachusetts

Improving Self-Images And Education in Human Relations

Title I Project (E.S.E.A.)

Continuation of Project
8 - 281 - 010

John E. Deady
Superintendent of Schools

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in-charge of the
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PROGRAM REFERENCE SERVICE
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A. Title: Improving Self-Images and Education in Human Relations

B. General Description

1. History

Springfield over the years has maintained the the neighborhood school concept until two (2) years ago. Then, on April 1, 1966 they submitted to the State Department of Education a plan to reduce racial imbalance. The initial start didn't produce all that was desired, however, the plan made significant progress in providing some racial balance in its schools. The plan resulted in a reduction of racially imbalanced schools from seven to six. Optional districts were abolished. District lines were changed to promote shifting school populations. Four-hundred twenty-two (422) pupils participated in the open enrollment plan. At junior high school level three (3) white pupils and two hundred fifty-six (256) non-whites were moved to other districts under a modified open enrollment plan. The three (3) white pupils enrolled at Buckingham Junior High School and two hundred fifty-six (256) non-white students were transfered to five different junior high schools.

At the elementary level one-hundred sixty-three (163) elementary school pupils participated in the open enrollment plan. Fourteen (14) white pupils enrolled in four (4) elementary schools and one hundred forty-nine (149) non-white students enrolled in seventeen (17) elementary schools.

The program for open enrollment might have been more successful in the beginning but various community groups fought the plan. The plan calls for continued enrollment upon consent of the parents, until the child has completed their education at that level.

The plan for the school year (1968-69) calls for the continued movement of seven-hundred (700) students under modified open-enrollment. The district change calls for the continued enrollment of four hundred (400) former students from Buckingham Junior High School and two hundred (200) former students from Homer Street School (elementary) at receiving schools.

In addition, the Springfield School Department will phase out all fifth (5th) and sixth grade (6th) classes at Homer Street and Tapley (both over 50% non-white) this spring. This is a further effort by Springfield to create a better balance of non-white students among previously all white elementary schools.

The School Department set up the following criteria for selection of students under Open Enrollment.

1. Transfers will be granted where there are vacancies.
2. An alternate choice should be made, in case, the initial choice cannot be fulfilled.
3. Any pupil granted a transfer will remain for at least one year in the school of their choice.
4. Applications were processed on a first-come, first served basis.
5. Bus transportation was arranged, according to school policy, at no cost to the parents.

It is the consensus of opinion among educators, that students entering a multi-racial society as adults need early contact. The separation of the races from the cradle to the grave has resulted in a definite division between races, in all aspects of life. An integrated education will eventually benefit all racial groups.

The Springfield School Department has a full-time project administrator-evaluator responsible for this program. The administrator is paid from Title I,E.S.E.A. funds. She works among the various receiving schools assisting the teachers and principals, with the adjustment of the child to their new environment. She has worked with the personnel in the Bureau of Pupil Services and Social and Psychological Services (Title I funded) seeking solutions to the problems stemming from the home and school adjustment. She has consulted and tutored students to create a better self-image with the student. At this writing, almost all P.T.A. groups in the receiving schools have been briefed, as to the purpose of a program of this nature. The reports indicate very worthwhile discussions, resulting in greater understanding among the participants. Where a difficult problem has developed a home visitation has been made. The personal contact has been very rewarding in many situations.

Two secondary principals made similar remarks, such as a decisive improvement in speech, dress, behavior and a greater interest toward academic subjects was noticed after several months in the receiving school.

This program will transport from their neighborhood schools in the fall approximately 1200 students using Title I funds. District changes will continue to be responsible for children attending schools that aren't racially imbalanced.

The future plans call for a Metro Plan to bus Negro children to suburban communities. At this time, two communities have consented to receive a total of fifty-one non-white students from kindergarten - grade 4.

The communities are Longmeadow and East Longmeadow. At least two additional towns are considering the plan Agawam and West Springfield. Recently, Longmeadow and East Longmeadow received $36,000.00 to carry out their phase of the program.

In addition, within the next several years, Springfield will build a Community School (grades 4 - 6) in the North End of Springfield, one junior high addition within two years, additions to two elementary schools and a strong possibility that a Community School will replace three (3) older schools in the South End. These plans should eventually create in Springfield's schools an ideal multi-racial school organization. In the meantime Springfield must rely on transporting its non-white students to pre-dominately white schools outside the Target Area.

Springfield is working through Springfield College this summer to train teachers. This N.D.E.A., Title III, Institute will give practical experience to forty (40) selected Springfield teachers. The program will interlace human relations laboratory method and theory with classroom and field experience approaches. It alternates information and theory with uses in praciticum. It will bring teachers into direct contact with their disadvantaged clientele in their own milieu while simultaneously offering guidance and interpretive services so that these direct contacts have current meaning and may be used toward productive action.

Eventually, these forty (40) trained people will serve as group leaders in sensitivity areas relating to minority group problems. The theory here is, that all Springfield teachers because of busing, district changes, and housing patterns being changed will have non-white students in their classrooms. Teachers are being asked to critically evaluate their attitudes and change if necessary.

Springfield has additional Title I projects geared to benefit the disadvantaged student. This includes free breakfast to selected students, paid transportation to schools outside their neighborhood, teacher-aides, additional teachers on a staff and a social and psychological program.

The program will continue to have a full-time person responsible for this project.

Behavioral scientists tells us that a person's self-image - how he sees himself depends on how others see him. A Negro youth, perceiving that he is looked down upon by society in general, develops a poor self-image seeing himself as an inferior person he behaves accordingly. However, a Negro child, perceiving that he is genuinely accepted and respected by society, develops a good self-image; seeing himself as worthwhile and capable, he behaves accordingly. The court ruled that separate schools, regardless of how fully equipped were "inherently unequal" because they contribute to a problem of the Negro child's self-image.

Sociologists tell us that historically there are three kinds of integration. First assimilation, or Americanization, is when the immigrant loses his own culture and adopts the "American Culture" Anglo-conformity. Second, amalgamation or melting pot is when the immigrant fuses his own culture and shares with other cultures in America to form a new system. Third, cultural pluralism or diversity, is when the immigrant keeps his own culture and shares with others so that there is a mutual respect for different cultures. It is the third type of integration which is most suitable, the acceptance by the majority of minority groups on an equal level.

C. Plans for Evaluation

In October (1968) the Project-Administrator with the cooperation of selected school principals will randomly select students in grades 2 - 5 for testing. The schools will randomly select students for testing until, they have selected and tested about one-hundred (100) students under the Modified Open Enrollment Plan. In addition, one-hundred (100) students under the Redistricting Plan will be tested in achievement. These same students will be retested in May (1969).

The reason for testing both open enrollment and redistrict students, is that one is voluntary and the other is not. These tests will be measured against the National Norms for the test selected. The achievement will further be measured in a Title I, E.S.E.A. neighborhood school.

As a further evaluation of a child's adjustment a sociometric study based on just several simple questions will be undertaken. An example of the questions could be as follows:

1. name 3 children you would like to eat lunch with
2. name 3 children to assist you with a school project

The Project Administrator has come up with the following observations after working with the project for seven (7) months.

School bussing to continue as an effective means for cultivating closer human relationships between different racial and social groups, nourish the cultural development and enrich the educational experiences.

Considerations: bussed students in several instances need to receive special attention in the cooperating school so that they will not be educationally mislocated and subjected to feelings of inferiority.

Several children through observations and reports are retarded in their social growth.

Need to know the special educational and emotional problems of the culturally deprived child.

One barrier to the fullest development of the underprivileged child's abilities is his own lack of motivation which stems from the frustration with which he has been faced.

Motivation increases with the recognition that achievement is possible and that specialized treatment has shown that accomplishment is possible.

Significance and characteristics of the Interviews

1. Representative samplings of children participating in the Springfield Public School System's plan to alleviate racial imbalance by Open-Enrollment Plan or by change of District Lines. As part of this project the Administrator followed up the adjustment of these children. Of approximately twenty-seven schools participating, the Project Administrator Evaluator obtained responses from several hundred children attending receiving or cooperating schools in both elementary and Junior High Schools.

2. After careful examination of the several responses obtained by white and non-white children the Project-Administrator-Evaluator recalled several hundred youngsters during the year. This recalling of youngsters throughout the several schools was for the purpose of counselling, advising, and administering to improve their self-concepts and to give them a feeling of security. In most cases, it was at the request of the individual school administrator. In several cases it was a felt need of the Project-Administrator for a more adequate adjustment of the children.

3. During the initial interview, the Project-Administrator-Evaluator asked objective-structured questions such as what is your name, address, number of brothers,and/ or sisters, where they attend, what school you attended previously, what your favorite subject is, what you like best about the school, what you like least about the school, Friendships, new ones - old ones from your former school?

(Follow-up cases were questions of a more intimate nature most particularly designed to support the school and to strengthen the image of the child in question. - Creative Supervision)

4. The Project-Administrator-Evaluator is cognizant that from even the most carefully structured questions administered objectively subjective answers can evolve. However if we "let the chips fall where they may" significant findings possibly occur.

D. Participation of Non-Public School Children

Children in non-public schools will be eligible to participate in this project. Through open enrollment, they may request transfer to another school, if such a transfer will improve the racial balance of their own school and the one which they transfer to. Through district change, they may participate by attending the new school according to their residence.

E. Amount of time each child will participate.

This project will affect the entire school day (6 hours) for one-hundred eighty-five days or 1,110 hours during the school year.

Project Budget
Improving Self-Images and Education
in Human Relations

September 1, 1968 - August 31, 1968

Personnel

Administrator - Evaluator	$ 12,077.00
Secretary (1) $80.40 per week x 52 weeks (Responsible to Director of Federal Project)	4,181.00
Testing material	1,000.00
Administrator's travel 15 miles per day average 200 days per year $.08 per mile	240.00

Transportation

700 students continuing at $100.00 per year (open enrollment)	70,000.00
600 students at $75.00 per year (district change)	45,000.00
Supplies, paper, postage	200.00
Total	$ 132,698.00

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Massachusetts - Springfield

PUBLIC SCHOOLS
Springfield, Massachusetts

09335 E

Social and Psychological Services

Title I, (E.S.E.A.)

John E. Deady
Superintendent of Schools

Thomas J. Donahoe
Deputy Superintendent

Thomas A. Kendfick
Assistant Superintendent
in-charge of Bureau
of Pupil Services

PROGRAM REFERENCE SERVICE
CENTER FOR URBAN EDUCATION

UD 009 335

PROGRAM REFERENCE SERVICE
CENTER FOR URBAN EDUCATION

A. TITLE - Social and Psychological Services Unit

B. General Description of Unit

I. The Unit is providing service to 12 public elementary schools, four junior high schools, and 11 non-public schools in the poverty area. The 8 elementary counselors are based in these public elementary schools: DeBerry, Tapley, Ells, Homer, Brookings, Howard, Brightwood, Lincoln, Indian Orchard, Carew, Armory, and Acushnet. The two junior high counselors are at Buckingham, Classical, Chestnut, and Kennedy. The other members of the staff are operating out of a central office in the vacated Eastern Avenue School where there is adequate counseling and testing area. Educationally deprived children attending non-public schools are served in their school setting, with parental interviews conducted in the Unit's headquarters.

All deprived children living in the poverty area are eligible for the services of the Unit. They are referred to the Project by principals from either public or private schools. Each counselor works with no more than 150 cases, making the project load 1,200 elementary children and 300 secondary children. The psychological team consists of child psychiatric consultants, clinical psychologists, and one full time school psychologist. They function as a team in interviewing and evaluating the educationally disadvantaged children in these schools. They determine the major causes of a child's emotional and personality disorders.

They work in close harmony with parents, teachers; counselors, and community agencies in extracting case history data relative to each child interviewed. They conduct psychological examinations using various projective and other devices. They serve as resource persons and advisors to teachers and counselors in such areas as relationship between abilities and achievement, learning theory, and techniques and methods of relating to disadvantaged children.

The three psychological examiners assist the psychological team in evaluating the tests and interpreting results to the professional staff working with the children in the program. They administer various testing instruments; such as, Stanford-Binet, the Wechsler Scales, Winter Haven Perceptual Forms Test, Bender Visual Motor Gestalt Test, Comumbia Mental Maturity Scale, and Peabody Picture Vocabulary Test.

The five social workers make home visits to consult with parents or guardians concerning the child's problems and "feed back" information to the psychological team relative to the child's home and environmental problems. They refer children and parents to community agencies, such as, Welfare, Medical, Employment, etc. They assist the teaching and counseling staff in helping the child to adapt to school life.

The eight elementary school counselors and two junior high counselors render individual and group guidance services to the educationally disadvantaged children in their assigned schools in the poverty area. They collect, organize, and analyze information about each child through records, interviews, and related sources. They coordinate counseling activities

with those of the psychological and social team.

The Project Director is the chief administrative officer of the Unit. He is in charge of the program and works in close collaboration with the staffs of the Public and Non-Public schools in the target areas. He is directly in charge of all project personnel. The Unit coordinator is based in the central office of the school system and acts as the liaison person with the Bureau of Pupil Services.

The secretarial staff consists of two full-time secretaries with additional clerical help provided by the central office as needed.

All the above personnel are regular members of the Springfield Public School staff, and salaries are set in accordance with existing policy dependent on training and experience. Qualifications are the same as for a like position in the school system.

II. The Relationship of the Social and Psychological Services Unit to the Bureau of Pupil Services

The Social and Psychological Services Unit, hereinafter referred to as SPSU, is an integral part of the Bureau of Pupil Services, hereinafter referred to as BPS. Under an Assistant Superintendent, the BPS, as of September, 1968, consists of a Director, three supervisors of elementary, junior high, and senior high school guidance, one school psychologist, three psychological examiners, and eight adjustment counselors. These professionals are responsible for providing coverage for all children in the public schools. In addition to the above, the BPS coordinates the services of school counselors in the junior and senior high schools who advise all students concerning academic, vocational, social, and normal personal problems.

The BPS has the responsibility of providing for all children in the public schools auxiliary services not provided for in a regular classroom setting. As such, it covers all Springfield public school children with the reasonable and normal help they might need in order to grow and mature mentally, emotionally, and socially.

The SPSU on the other hand, serves only children from the target areas. As of September, 1968, it will be staffed by two junior high school counselors, eight elementary school counselors, three psychological examiners, a school psychologist, and five social workers; it will also have access to the necessary consultative services from psychiatrists, a clinical psychologist, and physicians. With this personnel, SPSU is charged with the responsibility of dealing directly with the unique and pervasive problems of target area children and their families. The aim is, of course, to supplement the work of the BPS with the target area children,--mainly those with the most difficult social and emotional problems. All too often children in the target area have in common such characteristics as low economic status, low social status, low educational achievement, and low academic motivation. These social difficulties may overlay emotional or physical problems. In addition, many of these children are Negro or Puerto Rican and thus are handica ped even further by an ethnic and cultural caste status which has robbed them of a healthy self-image and built a festering hostility into their personality structures.

Because BPS and SPSU employ professionals who have similar job titles, it might be assumed that there is a duplication of effort. This is not true. The past two years' experience has shown that the cooperation between school counselor and Unit counselor on the secondary level has been enthusiastic, the former welcoming the assistance which the latter can offer, teamed as he is with the other resources of both the Unit and the community at large. In the elementary schools the pupil adjustment counselors (BPS) have expressed the same type of satisfaction with the Unit counselors and for the same reason. TheSPSU has drawn heavily of BPS folders and records and on its first-hand knowledge of many students now referred; in like manner SPSU has willingly shared its findings with BPS personnel.

III Scope of Service in Community

The work of the Unit has required the involvement of many individuals, agencies, and organizations which have the responsibility and/or desire to help people overcome the effects of poverty. Colleges have provided graduate students who, under the supervision of qualified faculty members, have given invaluable assistance through a personal interaction with pupils and families. Another program has been initiated by Holyoke Community College, one which will be continued by the three colleges in this city, in which an attempt is made to raise aspiration levels of elementary pupils through an early acquaintance with college and other post-high school opportunities.

The use of Teacher Corps personnel to provide a small group experience for certain pupils whose behavioral patterns prevent their inclusion in a regular school program has been of tremendous value, and is being favorably considered for wider utilization in the coming year 1968-1969.

The list of social agencies to which pupils and their families have been referred is a long one, and is appended for easy reference. Many individuals in their respective capacities as employers, business men, or simply concerned citizens have given unselfishly of their time and effort. For those pupils who have been involved with either correctional or residential treatment institutions the Unit has provided service through counseling and parent contacts prior to, during, and after confinement whenever possible.

IV In-Service Training

A continuing effort to improve the total effectiveness of the staff has been carried on throughout the year. Through weekly seminars, the staff of consultants and authorities from agencies and colleges have contributed to this end. Especially through joint interviews, case conferences, and inter-staff discussion of techniques has the personnel of the Unit benefitted.

The total staff of the BPS and SPSU will take part in a two (2) week training session. This will be held at the Eastern Avenue School from August 19-30. It will consist of lectures, large and small group discussion, reviewing of referral procedures outside agency assistance etc.

C Evaluation of Project

To evaluate the effectiveness of such a project as the SPS Unit, one must look at the objective to see if the direction is correct, at the method to see if the progress is consistent, and at the results to see if the desired aims were achieved. The Unit was established to combat in school children (and, where necessary, their families) the influences of poverty through social and psychological services. The original design was that of an agency to which those pupils selected by school officials could be directed for diagnosis, screening, counseling, and referral whenever appropriate. Through this pattern it was felt that an improved self-concept and betterment of behavior patterns and school climate would result.

Tentative arrangements have already been made with Dr. Allen Kaynor, Professor of psychology at Springfield College, to conduct such an evaluation next year. His proximity to the Unit, his familiarity with its operation, and his experience in the field of counseling and community organization would all seem to qualify him for making an accurate appraisal. From an examination of the records he could determine, not only the neatness and completeness with which they were kept, but also the referral procedures, nature of counseling techniques, and the quality and effectiveness of the social work contacts. Surveys within the respective schools could provide valuable data on the frequency of improved behavior by the referred pupils. Check lists with teachers and principals would reveal their opinions of the effectiveness of Unit services. Letters to the administrators of community agencies would elicit their appraisals of the manner in which the Unit had worked with them. It is hoped that this evaluation by a nonaffiliated professional would provide a thorough review of the entire project and an indication of areas where improvements can be made.

D Participation of Non-Public School Children

This project takes care of the needs of student from eleven (11) non-public schools. In this grouping are 10 (non-public) elementary schools and one (1) secondary ninth (9) grade. The personnel from the SPS Unit has regularly scheduled times, at which they visit these schools.

E. Amount of Time Each Child Will Participate

Each child, that is referred to the Unit by the school principal will have from 20-30 minutes of professional help weekly. This averages out to 16-17 hours over a school year for each student referred.

Social and Psychological Services
September 1, 1968 - August 31, 1969

	Salary	
Administrative		
Director (1)	$13,258.00	
Coordinator (1)	11,600.00	
Staff		
Psychologist (1)	12,578.00	
Psychological Examiners (3)	29,500.00	
Counselors		
Elementary 8		
Jr. High 2		
Total (10)	90,350.00	
School Social Workers (5)	37,350.00	
Secretarial		
10 months (2) $80.40 per week x 40 weeks	6,432.00	
12 months (1)	4,836.00	
Custodial (1)	5,900.00	
Consultants		
1 x 8 hrs. per week x 42 weeks x $20.00 per hr.	6,720.00	
1 x 8 hrs. per week x 42 weeks x $20.00 per hr.	6,720.00	
1 x 24 hrs. per week x 42 weeks x $12.00 per hr.	12,096.00	
Guidance Counselors 2 weeks beyond regular school year	4,900.00	
Consultant (outside)	750.00	
Total		$242,990.00
Operational Costs		
Telephones	$ 3,000.00	
Supplies	500.00	
Travel a. In-city	2,200.00	
b. Out of city	200.00	
Custodial Materials	150.00	
Professional Literature	75.00	
Equipment Maintenance	100.00	
Total		$ 6,225.00
Grand Total		$249,215.00

APPENDIX

A Partial List of
Community Agencies Involved Through SPS Unit

Community Centers
- Dunbar
- North End
- South End

Boys Club
Girls Club
Summer Camps
- SECO
- Frederick Edmonds
- Atwater
- Wonderland
- Norwich
- Massasoit

Division of Child Guardianship
Children's Protective Service (formerly SPCC)
Child Guidance Clinic
Juvenile Court
Probation Department
Youth Aid Bureau
Youth Service Board
Hampden Co. Chapter - March of Dimes
Hampden District Mental Health Clinic
Spfld. Hospital Psychiatric Clinic
Welfare Dept.

Division of Employment Security
Northern Educational Service
Child and Family Service
Neighborhood Youth Corps
Council of Churches of Greater Springfield
Goodwill Industries
Legal Aid
Micah (Housing Corporation)

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Massachusetts - Springfield

09335 E

SPRINGFIELD PUBLIC SCHOOLS
Springfield, Massachusetts

Revised Teacher Aides
Title I, E.S.E.A. (1968-69)
8 - 281 - 011

John E. Deady
Superintendent of Schools

Thomas J. Donahoe
Deputy Superintendent

PROGRAM REFERENCE SERVICE
CENTER FOR URBAN EDUCATION

UD 009 335

A. Title: Revised Teacher-Aides

PROGRAM REFERENCE SERVICE
CENTER FOR URBAN EDUCATION

B. General Descriptions

The Springfield Public Schools, plan to continue its Teacher-Aides Program with Title I,E.S.E.A., funds. At the present time, Springfield has aides working in nineteen (19) (public elementary) schools, six (6) (public junior high) schools and eight (8) (non-public) schools, for a total of one hundred-two (102) aides.

The teacher-aides are now completing their second year in Springfield. All indications are, that, this is a highly successful program. The use of Federal funds for this purpose has enabled us to add over one-hundred extra auxiliary personnel into our schools.

Duties consist of the following:

1. to establish good rapport with the students and accept them as fellow human beings
2. to encourage the student to become an integral part of his class
3. to assist the student with his activities
4. to help with the serving of food
5. to perform clerical tasks under the teacher's direction

Qualifications are as follows:

1. to demonstrate a sincere interest in children
2. to possess a pleasing manner and voice
3. to possess good diction
4. to show a neat appearance
5. to be dependable and prompt
6. to demonstrate a willingness to cooperate with others
7. to possess good health
8. to have a high school diploma is desirable. However, outstanding applicants without one will be given consideration

Because of the many demands being made on Springfield's Title I entitlement, it doesn't have the number of aides that could really make an impact on the problems. Therefore, the schools' quota of aides was determined by the number of students in each school that meets with the criteria established by Title I. The ratio this year, and it will continue for the school year (1968-69) is 125 children for every teacher-aide.

Special consideration has been given in the past and will continue to be given to qualified people living in the low-income areas. Springfield, now employs about 50% of its teacher-aides from Target-Area neighborhoods.

There will be two categories of aides - Teacher-Aides (102) and Reading Aides (8). The Teacher-Aides will perform three general functions (1) relate to the student socially,(2) assume clerical tasks that will relieve the teacher so that s(he) can devote more time to the academic work and (3) assist the teacher with individuals or small groups to carry out teacher planned activities.

The teacher-aide will never assume the role of the teacher. All preparation and initial instruction will be done by the teacher. The teacher-aide may assist the teacher with individuals or small groups possessing similar identified academic problems. This will help to re-enforce that teaching already done by the teacher. The aide will help correct objective type work, assist with seat-work, help the child with directions and encourage his efforts.

The Reading-Aides will continue to work mostly on the junior high school level. These people have from one-four years of college. One is a graduate of the Massachusetts General Hospital Specific Learning Disability Center and works on the elementary level, splitting her time between several schools.

This fall under the guidance of Springfield's Reading Department two fifteen week periods of instruction will be given to selected aides. These will be people presently employed as Reading and Teacher-Aides.

In the past three years, the assistance of Reading Aides has enabled teachers of developmental reading classes in the target area junior highs to devote more time to planning and actual teaching of reading skills and to provide for attention to some handicapped readers. The Aides have taken responsibility for many of the teacher's clerical chores, have helped students with their work within the classroom, and, in some instances, have taken students from the classroom to supervise special work which the teacher planned. The Aides have been most successful in establishing rapport with the students and have been influential in helping students to develop more receptive attitudes toward reading.

Developmental reading classes generally are still large in size (one of our original reasons for employing aides). Lack of classroom space and shortage of additional teachers prepared to teach reading are hampering progress toward goals of smaller classes and operation of a full-time reading laboratory in each junior high school. More individual or small group attention needs to be given to handicapped readers, especially in target area schools, than is possible with the present teaching load.

With training, Reading Aides can help to increase the attention given to handicapped readers. They have worked well with students. They have expressed a desire to know more about how to teach reading so that they may be of even greater help to teachers and students. On their own, they have attended professional meetings on reading.

An in-service program-role of the aide, reading process, methods, materials, etc. - can prepare them to assume greater responsibility for students. With training, they can actually teach a lesson, planned by the teacher, to individuals or small groups rather than merely oversee the work.

A fifteen week in-service program will begin the week of September 9, 1968. One hour and a half meeting will be held weekly. The overall purpose of this program will be to prepare the aides to more effectively help individual students or small groups of students to improve their reading skills.

The regularly employed Reading Aides plus selected (recommended by principals) general classroom aides will attend. The total number will not exceed 15.

General Purpose:

To prepare aides to more effectively help individual students or small groups of students to improve their reading skills.

Specific Purposes:

Three sessions
To define the role of an aide in helping a student to develop reading skills

to help aides to learn more about the reading process
to help aides to understand how reading needs are determined

Twelve sessions
to show aides procedures and used materials for teaching specific skills
to give aides an opportunity to try these procedures and materials under supervision
to show aides how to help students to read in the content area materials

This in-service training will take place at Buckingham Junior High School. The plan is to use the Reading Laboratory (Title I purchased) and some of the students for demonstration and actual instruction purposes. The junior high aides will participate in the first, fifteen week period. During the second, fifteen week period, which will start after January 1, 1969, twelve (12) - fifteen (15) selected elementary aides will participate.

Each aid will devote most of their time to working with the disadvantaged students. An evaluation of how a teacher-aide spends their time during the school day was made. (see attached data) Schools that showed aides spending large amounts of time away from the students were offered guidance, through a series of orientations in more affective use of aides with children. A culmination of the orientations was a Video-Taped Film (20 minute in length) concerning the various duties of aides in our school system. This was carefully evaluated and discussed by all the aides.

The elementary school day in Springfield is from 9:00 A. M. - 3:15 P. M. (with one hour for lunch). The aide will work from 8:15 A. M. - 3:15 P. M. with one hour for lunch. The junior high school day is from 8:30 - 2:30 in seven of our schools. The other school runs from 8:00 - 2:05 with all junior high schools having half-hour for lunch.

There will continue to be eight paid holidays for the aides employed.

Columbus Day	October 11, 1968
Teachers Convention	October 18, 1968
Veterans Day	November 11, 1968
Thanksgiving Day	November 28, 1968
New Years Day	January 1, 1969
Good Friday	April 4, 1969
Memorial Day	May 30, 1969

There will be in-service training in reading of at least 25 - 30 aides, as previously mentioned. In addition, at least two (2) general meetings of aides will be held with formal programs and discussions. These will be in the areas of child growth and development and English as a second language.

C. Plans for Evaluation

The Project Administrator will continue to evaluate this project through personal contacts, principals comments, teachers' comments, supervisors' comments and the reaction of the teacher aides too. It is hoped that the additional personal contacts will show in attitudes and behaviors. See the attached summary of subjective evaluations. This clearly shows in many cases that self images and attitudes have changed.

D. Participation of Non-Public School Students

At the present time, the School Department has assigned aides to eight (8) non-public schools based on the percentage of poverty.

E. The aides will work a full school day, they will share their time among several classroom teachers. Thus the average disadvantaged child will be served by an aide directly or indirectly 1½ hours per day for 185 days or 277½ hours per year.

A. **Breakfast Program:**

B. General Description:

The breakfast program under Title I, E.S.E.A., will be continued for another year. The only change at this point will be to condense the numbers. After a close subjective evaluation by participants it was decided to place it on a more selective basis.

The program will serve 900 breakfasts commencing on September 16, 1968. The meal will consist of fruit juice (4oz) cereal (1-2 oz. sugar, milk (8 oz container) and pastry. In addition, the accessories will consist of a straw, cardboard tray, napkins and plastic spoon all disposable. An effort will be made to serve hot food in the form of cocoa or cereal between December 1st - March 1st, 1969. This program will be placed in the hands of a caterer.

The principals and teachers will investigate and select those children that need a program of this nature the most. The breakfast provided in the past has been one that reflects a good nutritional balance. The program will be confined to eleven (11) elementary public schools and one (non public) school. These schools are all classified as Title I, E.S.E.A. and have adequate facilities within their building to carry out this program.

Between every 35-40 children there will be a paid supervisor (teacher, teacher-aide or neighborhood mother.) The supervisors will be responsible for the distribution of food and proper storage of the access. This will all take place under the direction of the building principal.

C. Plans for Evaluation:

This evaluation is subjective, however, it should reflect in physical and mental performance. It was noted by several principals that the lines waiting for the school nurse had shortened considerable since implementation of this program. Observation tells us that the children enjoy and do justice to each daily serving.

D. Participation of Non-Public School Children

This program will continue to be open to all non-public school students where an adequate facility exists.

E. Amount of time for Participation

Each child will participate for about thirty (30) minutes each day, or about 86½ hours during the school year.

A. Day Care - Head Start Hot Lunches

B. General Description

The Community Action Agency, also known as the Springfield Action Commission, will continue their Day-Care-Head Start program. This will involve one-hundred-thirty-eight students (138) at four centers in the Target Area. The project is funded by O.E.O. These pre-school children (3 & 4 years old) are selected from disadvantaged families.

The Springfield School System will release some of their Title I, E.S.E.A., funds to provide daily hot lunches for the participants .

This year all meals will be prepared at the Buckingham Junior High. Title I, E.S.E.A., the Head Cook will be given one extra hour over time each day to compensate for her part in this project. In addition, the project will supply one cafeteria helper for five (5) hours a day. This person will be from the Target Area, that will eventually qualify her for this position under Civil Service. All meals after preparation will be transported by a hired food carrier to the four (4) respective centers of operation. The empty food containers will be returned to Buckingham Junior High School for proper sterilization. The personnel from the centers will take care of distribution of food once it has reached each center. The cafeteria helper will be directly under the supervision of the Head Cook. She will assist in the preparation of the food and assist in placing it in containers for transportation.

Various agencies have been consulted on this project. The Local Education Agency (Springfield), Springfield Action Commission, the Director of the South End Day Care Center, Public Health Nutrition Worker at the University of Massachusetts and the Springfield School Lunch Department supervisor, have all worked to develop this program.

The menu each day will meet those standards set down by the State School Lunch Department.

The Springfield Action Commission will supply all that is not clarified in the narrative or budget. The Director of Federal Projects and the School Business Office will control all spending and payments.

C. Plan for Evaluation:

The past year has not been without its problems. This was the first venture of this nature by all parties. After many of the problems were overcome, it settled down to a smooth running operation. The people involved were assured, then, that these children were getting at least one hot meal daily. Various kinds of meals were used before fifteen (15) meals were decided on, and set up on a rotating basis.

D. Not Applicable

E. Amount of Time for Participation

The children will participate in this program from four (4) - seven (7) hours daily, for about two-hundred (200) days a year. Some children are involved in the Head Start phase while others are in the Day-Care phase.

Revised Teacher - Aides Project
(1968 - 69)
Teacher - Aides

Part I		
One - aide 6 hrs per day at $1.80 per hour = $10.80 x 193 days Sept. 4, 1968 - June 20, 1969 includes eight (8) paid holidays		
103 aides at $2,085.00	$214,755.00	
8 reading aides 6 hrs x $2.75 per hr x 193 days	25,476.00	
Secretaries (3) for Federal Director's Office payrolls, personnel records at $80.40 per week	12,540.00	
Supplies, material, stationery, postage	1,000.00	
Administrator-Evaluator (65% of time)	7,500.00	
In-service training and Orientation reading material, films etc.	500.00	
Travel for administrator $.08 per mile - 16 miles per day average x 185 days	240.00	
Business Office (overtime)	500.00	
1 executive desk	190.00	
1 executive chair	70.00	
Sub Total		$262,771.00

Breakfast Program

PartII		
900 breakfasts x $.30 per day x 173 days	46,710.00	
30 supervisors and traffic crossing guards x $2.00 per hour x 173 days	10,380.00	
Custodian 7 hrs. a day all schools at $2.70 per hour x 173 days	3,270.00	
Sub Total		60,360.00

Hot Lunches

Part III		
192 days x 48 meals at Eastern Ave. x $.30 daily	2,765.00	
164 days x 90 meals (Carew St. School, Riverview Center and South End Community Center) $.30 daily	4,428.00	
Cafeteria Helper 1 x 185 days x 5 hrs x $1.68	1,243.00	
Head Cook 1 hr daily x $2.50 x 185 days	462.50	
Food Carrier 1 x 3 hrs per day $2.50 x 185 days	1,388.50	
15 miles per day x $.08 x 185 days	222.00	
Equipment (insulated carriers	200.00	
Material (disposable, plates, cups utinsils	1,150.00	
Sub Total		11,859.00
Grand Total		$ 334,990.00

PRINCIPAL COMMENTS

"This care and attention given to the children increases their morale and encourages the individual for self-assurance and scholastic improvement."

"It is very difficult to measure in any tangible fashion the contribution of the aides. There is little doubt that it has helped children become adjusted to school one more person to listen to them. Certainly the aides help must contribute to increased teacher proficiency because of relief from any non-teaching chores. We know the extra drill in major areas has helped the children meet with success.

As the aides and teachers have become more experienced in working together, the program has become even more successful."

"Aside from the general duties a more personal touch has been achieved between our aides and the children this year. This being the second year with the same aides they have become more familiar with the youngsters and therefore more alert and adept at spotting gaps in the children's steady learning progress.

"Second year association has evolved a trust in the aides on the part of the children and open confidences sometimes extremely pertinent to the show-down in learning become evident.

Through pleasant, courteous example and follow-through discipline the aides back up our teachers thereby presenting the consistance of program so necessary when handling large groups."

"Finally, but very important, to both aide and school, is the gradual acceptance of the aide as a true dedicated person on the part of teachers who previously had entertained doubts as to their value in the school system."

"Teachers and teacher aides mutually agree that the program at our school has been most successful. This was easily determined by the attitude of the teachers when we had fewer aides this school year, along with their hopes that we have more next year.

I have met with the aides from time to time evaluating the program and they are all dedicated mature women who want to sincerely help our children."

"This current year 1967-1968 five aides are actively working in the building. Their work while being divided as aiding teachers and working with children actually is closely intertwined and has assumed a most valuable aspect to the total school program."

"The exposition of our situation urges me to bring to the attention of our Congressman in Washington the excellence of the Teacher-Aide Program. This program is not just another program, no, it is the product of American ingenuity to relieve the present day teaching difficulties in the elementary grades. Its purpose sustains the American ideal of equality of education and opportunity for all.

This program excels many government undertakings which have given little returns. May the Teacher's - Aide Program be allowed to live more than one birthday - it has a claim to life - to forbid its existence is to close one's eyes on the good accomplished toward the handicapps of poverty and the disadvantaged. We, the dedicated teachers hail this program as a unique device in the educational program."

"Last Fall a swimming program was initiated at the new Boys'Club pool for all sixth graders. Ninety-four students were tested and 34 were found to be non-swimmers. These non-swimmers were given a ten-week swimming program. At the end of the period 21 children received the Red Cross beginners' certificate. This program would not have been possible without the assistance of the aide who accompanied them to the pool, supervised the girls' dressing room, and offered encouragement to those children who had a terrible fear of the water. Thanks to the aide program 21 children are now on their way to participate in water activities."

"The aides have demonstrated a spirit of real interest in the children and many "lost" children now feel that some grown-up cares about them. The aide program is so beneficial we wonder how we ever got along without our five aides."

TEACHER COMMENTS

"One child I have didn't speak during the whole of September except to her teacher aide. This was a great help in reaching this child. Mrs. A is a very understanding and warmly friendly person who is very interested in uc all. This the children seem to realize and respond to. The children need another voice and ear to listen to and to talk to besides mine."

"The children enjoy working with our aide. She is enthusiastic and pleased with their progress. She does most of the remedial work with the children. She takes pride in our room and keeps it attractive. It would be of great value to my class to have a full time aide."

"As a first grade teacher in the poverty area I feel that the Teacher Aide project has been a tremendous success and of great value to the deprived children under my care. Since this program has been in effect I have had the opportunity to work with several aides. Each one in her own way has brought much love, interest, devotion and dedication to these children who are looking for affection. The aides have been most co-operative, dependable, and understanding."

"Of great help running film strip projector while teacher is in frcnt explaining (for the deaf)."

"However, since funds were cut and the number of aides reduced, the general success and effectiveness of teacher aides has been greatly reduced. Aides shared by more than two teachers seem to lose the degree of utilization and

spend most of their time away from actually working with children. I would like to see at least a ratio of one aide for every two teachers, if not one in every classroom."

"I consider the teacher aides almost invaluable. They have been able to assist children who have needed just that extra "one to one" relationship, in order to achieve. They have been able to assist teachers with the mound of clerical work for which every teacher feels she needs a secretary. In some instances, they have allowed teachers to have a duty free lunch hour so that they have been able to return to the classroom refreshed and ready for a good afternoons work.

My only objection to the teacher aide program is that there are not enough!! In a ghetto school like ours, each teacher needs his or her own aide, as there are always pupils in each class who require "one to one" assistance in all areas."

"Through this program, the aide has been able to give individual help and attention to the children who have failed to grasp the lesson presented. The aide also performs tasks which gives the teacher time to devote to individua pupils and lesson preparation.

Outside the classroom situation, some of the children have visited the homes of our aide. Through this personal contact, the children have been able to identify with her."

"The aide takes care of the weekly library trips, and helps pupils to choose, and later to read, the books of their choices."

"I think the teacher-aides are a definite need and a great asset to the classroom teacher. The aides' assistance has made it possible for more individualized work with my students."

"The purpose and value of an aide is not to make life easier for a teacher, but to make the learning situation more compatible for the student."

"The teacher must also be the disciplinarian which the aide does not have to be. The children, therefore, sometimes can ask questions of the aide without this negative aspect."

"The most important aspect of the program is its value to the child. While we have long recognized individual differences, time and class sizes have not always made it possible to give each child exactly what he or she needs and as frequently as it is needed. Here the aide performs and invaluable service; working with small groups, or what is even more beneficial, working on a one to one basis. In this way the aide serves as a tutor who can work with the shy child, the child that is retarded subjective, and the slow learner and help each child to function at his best level."

"They stand in "loco-parentis". These children, deprived children, mostly non-whites (from broken or unhappy homes) realizing that the teacher has her hands full in handling a class (especially a large class) have come to look upon and treat these aides as their special friends. They confide in them. They tell them of their outside activities - their successes - their failures. The fun they've suffered. They actually look forward to coming to school to visit and talk with the aides in addition to their regular school activities. I have been very much impressed by this and I feel that the aides would have served a very useful purpose if all they did was to listen to these children and their problems."

TEACHER-AIDE COMMENTS

"There was an incident at Christmas time that was very enlightening to me. I had colored the face of an angel black. A little boy came to me and asked why I had done this. I told him that angels can be Negro as well as white, if they are good it is all that matters. He was so amazed, he told the rest of the class. Needless to say, at Christmas time we had white and black angels.'

"In the special class for the deaf, one child who has received much individual attention and instruction has grown considerably this past year. He is no longer aggressive and he is much more receptive to learning. This child has learned to get along with other children and best of all, to communicate with others. This has been a great satisfaction to me."

"I enjoy going out with them for their daily exercises. Then we play a game which I join in with them. In winter time we use the gyn, so I help keep the children in order. I help the teacher show them the different skills to use on the ropes and mats."

I use flash cards in both spelling and arithmetic. They love to use these cards and are always willing to come up to me when I call them.

I think that the children enjoy having another adult in the room with them. They know that they can rely on us for more individual attention."

"On some days I permit the children to come to my home. In this way I gain their confidence and open avenues of communication with them and sometimes with their parents."

"Children who pose various problems and who are taken aside for extra aid, as the opportunity presents itself, seem to gradually become more secure in their general performance."

"I think it is only fair to mention that some of the children are hesitant about asking for the teacher's help and feel more comfortable when I am working with them."

"In my judgement, success for the academically limited cannot be measured in a matter of a few weeks or a few months so I feel that it would be difficult to point to the success of this program with this student or that student. Yet, the teachers have a general awareness of the small success stories that they can see in their classrooms and that can be attributed principally to the dedicated work of the teacher-aides."

"In many ways it is certainly beneficial both to the pupils and to the teachers. The former receive necessary help and can grow to become better educated citizens; the latter find their task lightened and can thus give themselves more freely. All in all, it is a wholesome project."

"We had a child who was shy among the children in his room. After a few times he was taken for individual lessons he became confident and was able to participate at ease in his classroom."

"We have four children in this school who could speak very little or no English at all when they registered. We have been giving them an hour each day on Phonics and reading and they now read and speak English. These children are able to progress on their grade level."

SPRINGFIELD PUBLIC SCHOOLS
Springfield Massachusetts

Teacher Aide Evaluation of Position

Name _____

School _____

Grade(s) - or (or Subject) _____

Junior High Reading Teacher Aide: - Yes No
Regular Teacher Aide (Kindergarten - Grade Yes No

This evaluation is to help determine the amount of time which aides devoted to various type duties. It will help in improving the project for another year.

1. a. Percent of time with children 0% 25% 50% 75% 100%
   b. Percent of time away from children 0% 25% 50% 75% 100%

2. a. Percent of time working directly with an individual child or with a small group of children. 0% 25% 50% 75% 100%

3. a. Percent of time correcting student's papers with the student present
   0% 25% 50% 75% 100%

4. a. Percent of time correcting papers without pupils present
   0% 25% 50% 75% 100%

5. a. Percent of time typing preparing ditto masters, running ditto machine
   0% 25% 50% 75% 100%

6. a. Percent of time preparing and organizing materials, as paints, library, books, supplies 0% 25% 50% 75% 100%

Suggestions wanted. For another year more preparation or instruction in the following area would help the aides do a better job.

_____
Signed

TEACHER AIDE QUESTIONNAIRE

REGULAR ELEMENTARY AIDES

	0%		25%		50%		75%		100%	
	no.	%	no.	%	no.	%	no.	%	no.	
a	3	6%	15	28%	11	22%	15	28%	9	
	10	19%	24	45%	10	19%	8	15%	1	
	2	4%	30	57%	14	26%	4	7%	3	o
	20	38%	22	42%	6	11%	4	7%	1	
	16	30%	26	50%	5	9%	5	9%	1	
	10	19%	37	70%	4	7%	2	4%	0	0
	14	26%	32	61%	4	7%	2	4%	1	

TEACHER AIDE QUESTIONNAIRE

JUNIOR HIGH AIDES

	0%		25%		50%		75%		100%	
	no.	%	no.	%	no.	%	no.	%	no.	
a	0	0%	2	22%	2	22%	5	56%	0	0
b	0	0%	5	56%	2	22%	2	22%	0	0
	1	11%	2	22%	4	45%	2	22%	0	0
	3	33%	6	67%	0	0%	0	0%	0	0
	0	0%	3	33%	1	11%	5	56%	0	0
	1	11%	7	78%	1	11%	0	0%	0	0
	6	67%	3	33%	0	0%	0	0%	0	0

TEACHER AIDE QUESTIONNAIRE

NON-PUBLIC SCHOOLS AIDES

	0%		25%		50%		75%		100%	
	no.	%	no.	%	no.	%	no.	%	no.	
.	2	50%	0	0%	1	25%	1	25%	0	(
)	2	50%	1	25%	1	25%	0	0%	0	(
	1	25%	2	50%	1	25%	0	0%	0	
	2	50%	1	25%	0	0%	1	25%	0	(
	0	0%	4	100%	0	0%	0	0%	0	(
	2	50%	1	25%	1	25%	0	0%	0	(
	2	50%	2	50%	0	0%	0	0%	0	(

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Massachusetts - Springfield

SPRINGFIELD PUBLIC SCHOOLS
Springfield, Massachusetts

09333 E

SUMMER ENRICHMENT AND INSTRUCTION PROJECT

Title I E.S.E.A.

1968

VD 009 335

PROGRAM REFERENCE SERVI
CENTER FOR URBAN EDUCATI

A. Title

Summer Enrichment and Instruction Project 1968

B. General Description

1. Curriculum

This year's summer program will be designed for an invited portion of disadvantaged children in our inner schools. The emphasis will not be on skills alone, but also on seeking better ways to improve attitudes and the self image of each child involved. Experience has shown that a child builds a good self-image through a series of successful experiences. The teachers who participate in this project will be very carefully selected. A teacher who has demonstrated, in the past, their sensitivity to the needs of children and can provide the best approach to learning skills and experiences will be selected for this program. The project will seek to meet the needs of each child intellectually, physically, emotionally, and socially. The curriculum will vary according to the age level and particular needs of the children.

This project will offer instruction in mathematics, reading, and natural science. The instruction will be on a team-teaching basis. There will be a definite planned program in physical education. This program will utilize swimming pools and athletic fields to comply with the instruction to be offered in this area. The area of art and music will be an integrate part of the program. A music specialist will be responsible for the music in grades 2-6. The art will be an outgrowth of the outdoor science classroom. The choice of material and books will not duplicate that grade the child has just left or that grade he is about to enter in the fall. An effort will be made to develop individualized instructional material in reading and mathematics.

The buildings to be used will be under the jurisdiction of a principal. All aspects of the program will be carried on with their knowledge and approval. They will be assisted by the directors and they will take a direct part as resource people and assist in the evaluation of the program. The subject matter supervisors will be available for consultation with the staff.

The principals and teachers will select a cross section of about 200 students from the target area. During a pre-workshop period, selected teachers on the secondary level will develop a very flexible program. Some of the academics will be taught, but approaches other than the conventional ones will be explored and tried. This program will meet at Duggan Junior High School and will use the swimming pool on a regular schedule. The program will be varied to allow for a physical education program and field trips.

The pre-kindergarten, post-kindergarten, and first grade children will all attend their neighborhood school. We will operate approximately fifteen public and non-public schools classified as Title I. Either non-graded or team-teaching programs will be used depending on the number of children involved. Mathematics and reading skills will be taught by teachers judged strong in these fields. These teachers will be responsible for teaching all other areas of the program. The scheduling within school hours will be flexible and left to the teachers' planning. This phase of the program will endeavor to have a ratio of 15 - 1.

The second aspect of this program will bring all invited second and third graders to two centers. These schools will be selected according to their availability to a swimming pool and a large natural environment. As many as 95% of the children could be bused. The grade two and three groups will work in a team-teaching organization. Each team of three teachers will be responsible for 50 - 60 children. The academic areas will be mathematics, reading, and natural science. These academic areas will utilize the talents of various teachers and offer the students specialized instruction. The use of physical education specialists and a music specialist will offer released time for the teachers. This will give the teams an opportunity to plan their cooperative efforts. Physical education and music will have a definitely scheduled time period. The remainder of the schedule will be very flexible and left to the team's decision on how much time will be spent on certain instruction. Special attention will be given to the teaching of specific skills in math and reading. The outdoor science classroom will be designed to take advantage of the natural environment of two city parks.

Grades 4 - 6 will also work in a team teaching instructional pattern. The mathematics will place emphasis on the skills and use of individualized instructional material which will be developed and used in this area. The reading area will utilize at least 2,500 carefully selected books for instruction. This will be about five books for each student . The teacher will decide whether to teach skills through a specially developed material or through an individualized reading program. The program will employ a qualified school librarian to help with the student's selection of books. The outdoor science classroom will take advantage of a bog, field and wooded area adjacent to the school's site.

The physical education program will not only contain an instructional swimming program, but will, in addition, feature the development of tennis, badminton, golf, volley ball, and basket ball skills. Many of these skills have not been offered to the child before as part of their physical education program at this grade level.

The pre-kindergarten children will be given the opportunity to have a complete physical and referral fees will be paid by Title I money. The pre-kindergarten curriculum will be activity centered. The child will be given the opportunity to explore and discover their environment. The schools will offer fully equipped kindergarten classrooms, with all the appropriate equipment suitable to this age level, such as: building blocks, trucks, household equipment, dolls and doll clothing, various art media, puzzles, and books to be read and explored. The teachers selected will be familiar with the needs of children in this age bracket. The groups will be small enough so that individual needs can be met.

Through the outdoor science, art and music, the child will have an opportunity to explore the world around him, The art and music will encourage creativity. The program will give the child an opportunity to get new ideas and expand upon the ideas he already has. The teachers will be encouraged to let the students develop various means of expression through speaking, writing, dramatizing, etc.

The post-kindergarten will include some areas of the pre-kindergarten. However, the program will take on more structural learning experiences. A formal phonics approach to reading will be used daily to prepare the child for first grade. The child will have play and activity time, but readiness activities, number concepts, and verbailization will be stressed. The child will be encouraged to speak clearly, listen carefully, and be a good observer.

2. Materials and Supplies

Springfield has some material and supplies left from the previous two years. However, new material should be purchased to avoid duplication and to fit into the new program. Certain types of science equipment applicable to an outdoor classroom should be purchased. The acquisition of paperback books designed to meet the needs of an individualized reading program should be purchased. Because of the limited number of appropriate paperback books on this grade level, regular school library books will also be used. The music program will use an inexpensive book for Lead Group Singing. The necessary amount of instructional and art material will be purchased for this number of students.

3. Field Trips

Many of the children involved in this program will have had a limited number of experiences outside their neighborhood. Therefore, each pre-kindergarten, post kindergarten, and first grade student will be offered four field trips within the six weeks. These trips will only be within the regular school hours 8:30-12:30. An endeavor will be made to coordinate all trips with areas being studied. Grades 2 and 3 will go on two morning trips within the six weeks. The fourth, fifth, and sixth grades will be taken on one all day trip to culminate some aspect of the program.

4. Teachers and Teacher Aides

All the teachers to be employed in the program will be certified by state standards. The teachers on the regular school year teaching staff will be given preference. Non-public school teachers will be hired if they meet the certification standards set up by the state. A careful evaluation procedure to select teachers will be set up under the Assistant Superintendent in charge of Elementary and Secondary Education. This should provide us with those teachers specially qualified to teach in this kind of program. Teachers highly qualified and experienced in those areas taught will be employed. The teacher-pupil ratio in pre-kindergarten to grade one will be 15 - 1 if possible financially. Grade 2 - 6 will maintain a higher ratio of 20 - 1. Therefore, the presence in each classroom of a qualified person is needed. A teacher aide will be employed (one to each teacher) to help the teacher carry out the prescribed program. They will serve in three general areas: socially, clerically, and instructionally. Springfield will make an effort to entice more male aides into this summer's program. The aide will never prepare or teach a new lesson. Their use in instruction will be confined to the reinforcement of learning with individuals and small groups. The aide will never replace the teacher in a classroom. The aide will be directly responsible to the classroom teacher. Aides should be high school graduates, however, preference will be given to individuals from low income families. These individuals should have outstanding characteristics if a high school education is missing. A certain number of college applicants in the areas of education will be given consideration. The school system will endeavor to seek out volunteers from local high schools to help in the program. These volunteers will be mainly from middle and upper middle class backgrounds. This will enable them to broaden their understanding of other groups in the area of human relations. The project will employ one psychological examiner and one social worker for testing and home visitations. These two people will be directly responsible to the project director. A guidance counselor will be employed to work with the secondary students.

5. Orientation and In-Service Training

The preparation for this project will start with a one week, April 15 - 19, workshop for the director, four assistant directors, and 17 selected teachers. They will work under the direction of the project director, while using the School Department administrative and supervisory staff as consultants. The development and design for teaching under a team teaching situation will be explored. The development of a sound curriculum for use during the summer will also be undertaken. This group will provide the direction for the summer project. The advanced preparation is needed to help insure the success of this program.

There will be one week of vacation between the regular school year termination and the week of orientation. The orientation will be held from July 1-5. A large portion of the week will be devoted to the affective use of team instruction. Teachers will be acquainted with the importance of coordinated planning within the team. Teachers will be selected on the basis of their talents and the strength of their ability to work with others. The stress will continue to be on the importance of meeting the basic needs and enhancing the attitudes and self images of the disadvantaged child. The teachers selected must have empathy for these children and be willing to understand and try to meet their needs.

The staff members will have an opportunity to meet and start planning within their school building during this week.

6. Time schedule

The schedule for children in this project from pre-kindergarten through grade six will be from 8:30 - 12:30. The idea of having the 200 7th and 8th graders report a half hour later is being explored. This would mean that their hours would be from 9:00 - 1:00. The program will start on July 8, 1968 and end August 16, 1968. This would be six full weeks or 30 days of instruction.

7. Lunch

The nutritional aspect of a program of this nature will continue to be stressed. The contract bid will state specific food standards. It will be a catered program with no School Lunch Department involvement. The lunch will consist of a fruit juice, a carton of milk (half pint), a sandwich (meat at least three times a week), and pastry or fresh fruit.

8. Organization

The program will be under one director. The director will be assisted by four assistant directors. One assistant director will be in charge of all the neighborhood schools with a teacher in charge of each building. This person will receive an additional $5.00 a week. The total number of students pre-kindergarten - grade one will be 675. The two centers to house the children in grades 2 and 3 will be under on-assistant director with a total of 480. The program for grade 4 - 6 will be under one assistant director with a total of 480 students also. The junior high school program will include 200 students plus one assistant director.

The project will be confined to those buildings listed under Title I. However, some school sites may vary depending upon enrollment figures.

The principals and supervisors will operate under the same guidelines established for their jobs during the regular school year. The project director and assistants will be responsible for organization, supplies, instruction, field trips, and all other aspects of the project.

9. Parental Involvement

The parents will be encouraged to become involved in their child's activities in grades pre-kindergarten - 1. All parents will have at least one conference with their child's teacher. If the parent can't or won't come to the school, home visitations will be encouraged by the teachers. This could give the teacher a greater insight into the child's problems.

One social worker will be available to maintain home contacts. He or she will be responsible to the project director and will work with the Bureau of Pupil Services.

C. Plans for Evaluation

Objective tests used in the past are not valid with a program of this length. Therefore, subjective evaluations on each child will continue. Some testing with individuals might take place. Each child will have a personal folder and all pertinent data will be kept. Each child will be evaluated in writing by their teacher. This data will be passed on to the regular teacher in the fall. Remarks will include not only academic strides, but, also, attitude changes. The Springfield Public Schools are aware that these services being offered with Title I money may take a long time before concrete improvement is noticed. The project director will again be responsible for evaluation of the program.

D. Participation of Children Enrolled in Non-Public Schools

The project will take place in several non-public school. The non-public school teachers must meet State Certification standards.

E. The Amount of Time Each Child Will Participate

The project will run for thirty days, four hours a day, or 120 hours for each child.

Preparation of English Teachers
– Project POET
Summer In-Service Training for Teachers of English
as a Second Language

Background statement:

Because the educationally deprived--mainly non-native Puerto Ricans and native southern Negroes--do not have the standard English patterns at their command and because these disadvantaged youngsters cannot function at even minimal capacity in English classes with native culturally attuned children, it is necessary to give them special and unique learning by teacher specialists who can instruct in this area. This summer's in-service training project for six teachers is designed to improve and upgrade the abilities of these instructors in two ways: one, to develop an awareness of the attitudes of these educationally deprived and, two, to learn the techniques required for instruction in EASL (English As a Second Language).

Objectives:

The objectives for achieving the above outcomes are as follows: to improve the teaching of writing, and speaking of students in the use of standard English language patterns so that a sound and fluent background can be attained for communication purposes; to improve the teaching of the thinking and learning processes by use of induction, intuitional learning, and discovery techniques; to improve the teaching of economic, social, and cultural areas of language behavior.

Session:

The summer session will run for four weeks starting Monday, June 24, and ending Friday, July 19, 1968. Each day will consist of three one and one-half periods from 8-12:30. A pilot class of twelve youngsters will meet for one-half periods (45 minutes) three times a week so that teachers will have on-the-spot practice in actual use of teaching techniques and, incidentally, the students more practice in language learning.

SPRINGFIELD PUBLIC SCHOOLS
Springfield, Massachusetts

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION AND SAFETY

In 1967 the Summer Physical Fitness Project was successful as evaluated by the Department of Health, Physical Education and Safety. The objectives set forth in the original proposal were attained in the five week program.

The success of the initial program warrants resubmission of this project again in 1968. Attached is the proposed project for the summer of 1968.

PROJECT DESCRIPTION

I. Special educational needs which this project has been designed to meet

There are fourteen public elementary schools and eleven non-public elementary schools all of which have in their school population physically underdeveloped children in the fifth grade. This program is designed to meet the needs of these children in the area of physical fitness. An outgrowth of this program will help these children develop- social, emotional and moral fitness, all of which a substandard environment has hindered in their total development.

There is a definite need for a supportive and accelerated program of physical development for the identified underdeveloped fifth graders in these core area schools. This program will seek to improve the physical fitness and general educational capabilities of the identified underdeveloped children.

The needs of these pupils has in part resulted from substandard diets, inadequate medical treatment, which has resulted in poor physical growth and development. In addition to the lack of nutritional and medical needs poor strength corrdination, flexibility, and agility has resulted, in part, because of the substandard environment which has offered limited facilities for children to develop good muscular coordination.

II. Specific objectives of the program

Through periodic testing, analysis of test performance and program planning, help these children in need to develop better physical fitness and health. There will also be resultant social, emotional and moral growth from a program of this nature.

III. Special educational activities to be initiated and maintained under this project

A. The segment of school children described will be screened to determine need for the proposed physical fitness program. Those selected and invited to the program will be motivated so that they can properly begin and continue physically their education process.

The scope of the physical fitness activities will include organized activities which will assist in meeting the individual needs of the selected pupils. It is anticipated that social, emotional and moral fitness will be a concomitant outgrowth of the project.

A cold lunch opportunity for these children will be available to insure proper diet.

B. Staff augmentation will be necessary to successfully carry out this project. Two men and two women will be hired (see addendum) to plan and teach the program designed to increase the physical capabilities of the selected pupils. Transportation cost will be furnished by the project funds. (For cost see addendum) Uniforms and swimsuits will be furnished by project funds. (See addendum)

The Springfield School Department will augment this program furnishing supervision, facilities, equipment and supplies. The cost of this will be assumed by the School Department.

C. Preceding this project and consequently not a part of it, health and physical development screening will be carried out in the 25 core area - schools to determine the physically underdeveloped children. The Springfield Public Schools (see addendum) will screen all fifth graders using the AAHPER Fitness Test as the selection tool.

The private schools (11, see addendum) will also test children to determine need. The Springfield Public Schools will hold an in-service meeting with fifth grade teachers in the private schools to assure proper identification. Mimeographed materials will also be given to the private schools to further insure proper testing procedures.

D. Name and location of facilities used.

JOHN J. DUGGAN JUNIOR HIGH SCHOOL

The facilities to be used are as follows:

1. Gymnasium (2)
2. Swimming Pool
3. Track and Field Area
4. Softball Fields
5. Shower and Locker Facilities
7. Cafteria

E. Participation of private schools

All eleven (11) schools (see addendum) will take part in the program. Final selection and invitation to the program will be determined by the Springfield School Department using test screening as a basis for selection.

IV. Anticipated effectiveness of the project activities

A. Better physical fitness will result in each child because of the planned corrective program. There will also be growth and development in the social, emotional and moral areas.

B. The basis for expecting the improvement is that specialists with only 25 children can plan and teach to the individual needs of the children. Appropriate in-service training will be provided for personnel in all aspects of the program.

C. It is believed that the lack of physical condition of these children hinders other areas of their educational process. The program will help them function more effectively in the 1968-69 school year as concerns their total fitness.

D. The supplementary nutritional proposal in this program will develop proper diet in each child.

V. Procedure for evaluating

A. The AAHPER Fitness Test will be re-administered at the beginning and end of the program. The median score of each child will be compared to evaluate the resultant improvement.

B. There will be a subjective report from the supervision supplied by the Springfield Public School Department.

VI. Dissemination of results of program

A. Formal report to U.S. Office of Education

B. Formal report to Massachusetts Department of Education

C. Local television, press, radio media will be used to announce activities and results of project.

VII. Coordination with Springfield Action Commission

VIII. Size and dates of project

One hundred children will be the enrollment of the program. Thirty-five will be selected from the 11 non-public schools and sixty five from the public schools.

The program will begin on June 24, 1968, and continue for five weeks until July 26, 1968. It will run from 10:00 a.m. to 1:00 p.m. Lunch will be from 1:00 p.m. to 1:45 p.m.

PARENTAL INVOLVEMENT PROGRAM

WHY?

1. To gain knowledge of the educational process
2. To help them know their children better
3. To assist them to better help their children academically and environmentally
4. To increase their skills and knowledge of homemaking
5. To inform them of resources available to them and to their children
6. To provide an opportunity to give their children more individual attention through physical involvement.
7. To help build aspirations and positive self images in both parents and children
8. To develop positive relationships with the school
9. To help build better lines of communication

PROGRAM

1. Education
2. Child Care - Physically
3. Consumer skills
4. Community services
5. Child psychology
6. Educational and job opportunities
7. Community resources

PARTICIPATION

1. Playing with child
2. Tutoring child
3. Arts and crafts

4. Assisting teachers

5. Going on field trips

6. Working with small groups

7. Assist in the nursery school

The evaluation will be done on a subjective basis.